

COMPREHENSIVE SCHOOL & DISTRICT IMPROVEMENT PLANNING

(CONSOLIDATED PLANNING)

GUIDEBOOK SUPPLEMENT FOR PLAN SUBMISSION BY JUNE 30, 2002
UPDATED NOVEMBER 8, 2002



Gene Wilhoit, Commissioner of Education

October 2002 Update

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CATEGORICAL PROGRAMS

Included In The Comprehensive Improvement Planning Process For Funding Purposes 2002-2003

FEDERAL GRANT PROGRAMS

No Child Left Behind (NCLB), Title I: Part A
Improving Basic Programs

NCLB, Title I: Part B* *
Even Start Continuation

NCLB Title I: Part C
Education of Migratory Children

NCLB, Title I: Part D
Neglected and Delinquent

NCLB, Title II: Part A
Teacher Quality

NCLB, Title II: Part D*
Education Technology

NCLB Title III: Part A, Subpart 1
Language Instruction for Limited English Proficient
and Immigrant Students

NCLB, Title IV: Part A*
Safe and Drug Free Schools and Communities

NCLB, Title V: Part A*
Innovative Programs

NCLB, Title VI: Part B, Subpart 2
Rural and Low Income Schools

Individuals with Disabilities Education Act
(IDEA) Basic

Individuals with Disabilities Education Act
(IDEA) Preschool

**Carl D. Perkins Vocational and Technical
Education Act**
Basic Grant

**Stewart B. McKinney-Vento Homeless
Assistance Act of 2001****
Title X: Part C Continuation

STATE GRANT PROGRAMS

- Extended School Services
- Professional Development
- State Preschool Program
- Textbooks
- Kentucky Education Technology System
- Gifted and Talented Education

OTHER PROGRAMS

**Universal Service Administrative Company
(USAC) Schools and Libraries Division**
E-Rate Program

Center for School Safety (CSS)
State Safe Schools is not in plan – approved by
Center for School Safety

**Commonwealth School Improvement Funds
(CSIF) For Level 1, 2 and 3 schools to be targeted to**
closing achievement gaps for 2002-2004.

*Federal Transferability (No Child Left Behind - NCLB)

**Initial Award Made Through Separate Competitive Application

Overview

2002-2003 Simplified District 'Consolidated Plan' Web-Based Application

There is a streamlined electronic submission process for the District 'Consolidated Plan' ("Comprehensive District Improvement Plan"), effective for the July 1, 2002 plan. This process reflects:

- A more cost-efficient process at the state and local levels
- Greater flexibility and local control
- Access to all plans easily by multiple audiences
- Easier connections to school plans
- Simpler district budget requirements aligned to overall budget processes
- Improved district server capacities

From 1998-2002, the District Consolidated Plan has been submitted through a web-based electronic application consisting of text (executive summary, program contact names, action plan, etc) and budget (spreadsheet). In the streamlined process for the July 1, 2002 plan (due June 30, 2002):

1. The CP Text and Action Plan components will be posted on local district web page (Word/PDF document) and an email sent to KDE of the posting, with the Superintendents Assurances by June 30.
2. The preliminary MUNIS Budget will be posted on the local district web page (Excel document) and also sent as a MUNIS Report to the KDE Finance Server no later than July 25.
3. The final MUNIS budget will be posted on the district web page by Grant and by Location (See Appendix D) by September 30.

A separate address has been set up in the Global Address List to enable district personnel to email assurances to KDE. Please choose "**KDE Assurances**" from the Global Address List for the "To:" box when submitting email to guarantee the Assurances for your plan. In the Subject Line, enter: Assurances for _____ District Plan. In the message box, please send a link to your district web page where KDE staff can view the District Plan. Districts can post direct links to school plans from their district plan web page.

CP Electronic MUNIS Budget Report

The CP Electronic MUNIS Budget Report should be posted on the district web page in an Excel document immediately upon closing of the current fiscal year in MUNIS, no later than July 25. District personnel should email the link to KDE. Please choose "**KDE Assurances**" from the Global Address List for the "To:" box when submitting email. In the Subject Line, enter: "MUNIS Budget for _____ District Plan. In the message box, please send a link to your district web page where KDE staff can view the MUNIS budget. Final MUNIS budgets should be posted on district web pages **By Grant** and **By Location** by September 30 of each year. Further directions regarding this new posting process are available from the Division of Finance web page

(<http://www.kde.state.ky.us/odss/finance/>) or by contacting David Cook at 502-564-3846. Instructions for the Final Budget report for September 30 are also available in Appendix C.

ASSURANCES (REFER TO CONSOLIDATED PLANNING GUIDEBOOK Fall 2001)

2002-2003 Update:

Changes in Submission of the ASSURANCE CERTIFICATION

The Assurance Certification is a statement that assures all legal requirements are met in accordance with federal and state laws and regulations that define specific program activities and expenditure of funds. The superintendent and the board chair must sign the Assurance Certification. The signed Assurance Certification is posted on the district web page as part of the format provided, and the link for the *Comprehensive District Improvement Plan and the MUNIS Funding Application* is submitted to the Kentucky Department of Education by email from the superintendent. Posting of the district plan on the local district server and the email from the superintendent authorize the local school district to accept funds and conduct programs that support district goals and operations and the priority needs of schools. The local board of education is responsible for the fiscal control of funds received under such programs and holds the title to property acquired with such funds.

SBDM Councils should review the Assurances each year and sign off indicating that they have reviewed them. A sample school plan cover page format is provided on the KDE Comprehensive Improvement Planning web page.

The local district superintendent or designee submits the District Plan (MS Word) and MUNIS budget LINK via email to the Kentucky Department of Education. The Kentucky Department of Education will respond to the email within 10 working days.

The cover page (see page 6) for the district's *Comprehensive Improvement Plan* shows the required Assurance Certification, as it must be posted on the district server, along with a sample district web page (see page 7) that includes the district plan and links to each school plan.

The updated Assurances Section for 2002-2003 is located in **Appendix A**. Districts do not need to include the Assurances Section in their online plan. Instead, the link on the Assurances page will take viewers to the location of the Assurances information on the KDE web page.

SCHOOL DISTRICT

COMPREHENSIVE IMPROVEMENT PLAN

ASSURANCE CERTIFICATION School Year 2002-2003

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive Improvement Planning Guidebook*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Superintendent _____

Board Chairperson _____

Note: A complete copy of the “Assurances” is available for download from the Kentucky Department of Education’s Comprehensive improvement Planning Web Page at

<http://www.kde.state.ky.us/olsi/conp/default.asp>.

For instructions regarding electronic submission, contact the Kentucky Department of Education or visit the Department’s comprehensive improvement planning website at:

www.kde.state.ky.us/olsi/conp/default.asp

SAMPLE DISTRICT WEB PAGE:

Any Kentucky School District Comprehensive Improvement Plan

Our School District Mission:

The mission of our Kentucky School District is to provide for each child an internationally superior education and a love of learning that will result in proficiency for each student in our district by 2014 and that will enable each student to graduate from high school and pursue his or her life's work as a productive and valued member of our community, our state and our world.

District Comprehensive Improvement Plan 2002-2003**District MUNIS Funding Worksheet 2002-2003**

- Elementary School #1 2002-2003 Improvement Plan
- Elementary School #2 2002-2003 Improvement Plan
- Our Middle School 2002-2003 Improvement Plan
- Our High School 2002-2003 Improvement Plan

For more information on our district's Comprehensive Improvement Plan, contact:

Name**Email****Phone**

NEEDS ASSESSMENT (REFER TO CONSOLIDATED PLANNING GUIDEBOOK Fall 2001)

2002-2003 Update:

Reducing the Achievement Gap

Due to a statutory change, districts and schools should be prepared to review achievement gap data after they receive their tests scores in September 2002, and should revisit their Action Plans to be sure plans address new data and have activities related to reducing achievement gaps between subgroups of students. (Current Gap Analysis data is available online from the Assessment and Accountability web page in the Kentucky Performance Report, Evaluator's Edition.)

http://apps.kde.state.ky.us/cats_reports/

ACTION PLAN (REFER TO CONSOLIDATED PLANNING GUIDEBOOK Fall 2001)

2002-2003 Update:

Action Plan Format Flexibility

Schools and districts have the following options for Action Plan format:

1. KDE Action Plan format in this guidebook (sample format on CIP web page)
2. KASC Action Plan format developed by the Kentucky Association of School Councils (sample format on CIP web page)
3. An Action Plan format developed locally, so long as the format includes all of the required elements found in the Kentucky Department of Education Action Plan format.

Fall 2002 Updates For Schools In Accountability Levels 1, 2 & 3

In Fall

2002 and each even-numbered year thereafter, schools receive accountability classifications under the CATS system. Regulatory requirements for planning in schools in Accountability Levels 1, 2 & 3 are established in 703 KAR 5:120 and will go into effect when schools receive their test scores for this biennium in Fall 2002.

[View 702 KAR 5:120: <http://www.lrc.state.ky.us/kar/703/005/120.htm>]

Fall Update For Districts with Schools In Accountability Level 3

Under 703 KAR 5:130, each local school district is responsible for providing all of its schools with appropriate and effective instructional leadership and instructional support. A local school district is required to modify its Comprehensive District Improvement Plan when a school in the district receives a Level 3 Accountability classification. Regulatory requirements for planning in schools in Accountability Level 3 are established in 703 KAR 5:120 and will go into effect when schools receive their test scores for this biennium in Fall 2002.

[View 702 KAR 5:130 Sections 4 and 5: <http://www.lrc.state.ky.us/kar/703/005/130>]

BUDGET (REFER TO CONSOLIDATED PLANNING GUIDEBOOK Fall 2001)

2002-2003 Update:

CP Electronic MUNIS Budget Report Submitted Separately

The CP Electronic MUNIS Budget Report should be posted on the district web page in an Excel document immediately upon closing of the current fiscal year in MUNIS, no later than July 25. District personnel should email the link to KDE. Please choose “**KDE Assurances**” from the Global Address List for the “To:” box when submitting email. In the Subject Line, enter: “MUNIS Budget for _____ District Plan. In the message box, please send a link to your district web page where KDE staff can view the CP Electronic MUNIS Budget Report. Further directions regarding this new posting process are available from the Division of Finance web page (<http://www.kde.state.ky.us/odss/finance/>) or by contacting David Cook at 502-564-3846.

The 2002-2003 Funding Matrixes found on the Kentucky Department of Education Comprehensive Improvement Planning Web Page are supplemental documents meant to assist a school or district planning committee with efforts to leverage all available resources. They will be posted on the KDE Comprehensive Improvement Planning web page as they are updated.

Note: A new MUNIS budget for Categorical Programs is submitted to the Department of Education each year, whether or not the district action plan is revised.

Amendment Guidelines for District Plans

Even though an extensive planning process has been used, there may be occasions when changes to the school or district plan are required to meet unexpected needs. There are some situations when an **amendment** is required:

- An amendment is required to open an object code series once a program budget has been approved in writing or electronically by the state or federal program staff in the Kentucky Department of Education. There is no limitation on over-expending in an approved object code series as long as the total allocation is not exceeded. The expenditure report may reflect over-expenditures and under-expenditures in individual object codes.
- An amendment is required to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved. This is not a change in inventory procedures. Inventory procedures must follow state guidelines unless the federal guidelines are more restrictive.
- An amendment is required when there is a need for a major or substantial change to the action plan; i.e., changing a priority or goal, changing the focus of an objective or strategy, and/or significantly expanding or deleting important services to children as described in the action plan.

Amendments to Previous Plans

The local district superintendent or his/her designee submits budget amendments electronically through the previously used online Consolidated Planning system until the old plan budget is closed out. The 2001-2002 Consolidated Plan can still be accessed from the KDE web page.

Amendments to Plans for 2002 and Beyond (See Appendix C for details)

The local district superintendent or his/her designee submits amendments via email to the Kentucky Department of Education. Results of the amendment review by Kentucky Department of Education program staff are completed within ten working days and the district is notified by email.

EXECUTIVE SUMMARY (REFER TO CONSOLIDATED PLANNING GUIDEBOOK Fall 2001)

No changes for 2002-2003

PROGRAM REPORT REQUIREMENTS (REFER TO CONSOLIDATED PLANNING GUIDEBOOK Fall 2001)

2002-2003 Update:

Program Report Forms

Each Kentucky Department of Education program that is included will provide timely notices and report forms to the local school district superintendent, applicable local program coordinator, and finance officer. MUNIS reports will continue to be submitted quarterly by each school district through the MUNIS reporting system.

All program report forms required by federal and state law will become part of the Enterprise Data System ("Max") being developed by the Kentucky Department of Education. Max will ensure that duplication and unnecessary paperwork are eliminated, and ensure that data collection will be uniform and comprehensive to the extent possible.

Required Program Reports (2002-2003)

Program reports must be submitted to the Kentucky Department of Education during the program year in order to meet federal and state law specific to data collection for program funding, evaluation, and impact of implementation (see **Appendix B** for details). For specific information about any particular report, contact the applicable division using the online list of program contacts on the Comprehensive Improvement Planning web page.

APPENDIX A

ASSURANCES UPDATED FOR 2002 PLAN SUBMISSION

LOCAL EDUCATION AGENCY: General Assurances

1. The local school district develops its *Comprehensive District Improvement Plan* with the involvement of representative groups, including required members of the needs assessment team.
2. The local school district reviews its *Comprehensive District Improvement Plan* at least annually and revises as needed. Implementation of activities and strategies described in the action plan are evaluated for impact on student performance and classroom practices. The local school district assures that by July 1 of each year, the *Comprehensive Improvement Plan* posted on the World Wide Web is current.
3. The local school district will administer each covered program in accordance with all program plans and applications.
4. Before its *Comprehensive District Improvement Plan* is submitted, the district has afforded a reasonable opportunity for public comment on the plan and has considered such comment.
5. Where appropriate, the local school district will consult with private school officials in a timely and meaningful way to assure equitable participation of children and/or teachers in the private schools.
6. The local school district will coordinate and collaborate with other agencies as required by the No Child Left Act Behind (NCLB) Title I, Parts A, C, and D; NCLB Title II, Parts A, B and D; NCLB Title IV, Title V, Title VII, Title IX, Part C, the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Vocational and Technical Education Act of 1998
7. The local school district will adopt and use proper methods of administering the covered programs, including:
 - a. Implementation of obligations
 - b. The correction of deficiencies in program operations as identified through technical assistance, program audits, monitoring or evaluation
 - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs
8. The local school district will cooperate in carrying out any evaluation of each program conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education.
9. The local school district will:
 - a. Provide timely program reports to the Kentucky Department of Education on activities and expenditures, including reports requested by the U. S. Department of Education
 - b. Maintain records, provide information, and afford access to the records as the Kentucky Department of Education or the federal offices may find necessary to carry out their responsibilities
10. The local school district assures that a comprehensive needs assessment, aligned with the *Kentucky Standards and Indicators for School Improvement*, was conducted at each school and at the district level.
11. The local school district will comply with the Civil Rights Act of 1964, Title VI, Title VII, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, American Disabilities Act of 1990, and the Age Discrimination Act prohibiting discrimination on the basis of race, color, national origin, age, religion, marital status, sex or disability.
12. The local school district assures that its *Comprehensive District Improvement Plan* describes steps it will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. [General Education Provisions Act (GEPA) Section 427].
13. The local school district will comply with the Single Audit Act.
14. The local school district has control of programs and holds title to property acquired with the funds. The district will administer the funds and property as required by the authorizing law and for the purpose for which they are granted. The district retains control in the event of contractual arrangements made with other parties.

15. The local school district will use fiscal control and fund accounting procedures (MUNIS) to ensure proper disbursement of and accounting for federal/state funds paid to the district under the covered programs.
16. The local school district will submit an amendment prior to opening an object code series or to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved.
17. The local school district assures that:
 - a. No federal appropriated funds have been paid or are paid by or on behalf of the local school district, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with the making of any federal grant, for entering any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
 - b. If any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the superintendent shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.
18. The superintendent shall require that these assurances and certifications be included in the award documents for all sub-grantees.
19. Federal funds received under covered programs are used only to supplement and in no case supplant funds from non-federal sources.
20. If the project involves construction, the project is consistent with overall state plans for the construction of school facilities; and, in developing plans for construction, due consideration is given to excellence of architecture and design and to compliance with the Americans with Disabilities Act and standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities [GEPA, Sec. 436(b)].
21. Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the school district or its employees or any affiliate of such organization [GEPA, Sec. 436(b)].
22. The local school district will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement [Education Department General Administrative Regulations (EDGAR) 80.21].
23. Any plan, budget, evaluation, periodic program plan, or report relating to the covered programs is made readily available to parents and other members of the general public for the purpose of public inspection (EDGAR 76.304). The local school district will comply with the Open Records Act.
24. Children served in covered programs will have access to all state and locally funded instructional, social, health, transportation, and nutritional services on the same basis as any other child and have the opportunity to meet the same challenging content and performance standards as any other child.
25. The local school district will comply with the Debarment, Suspension, and other Responsibility matters regulation [34 Code of Federal Regulations (CFR) 85.11].
26. The local school district will comply with assurance of Compliance (Form HEW 441) or any court ordered desegregation plan that applies to this application.
27. The local school district will comply with the Gun-Free Schools Act of 1994.
28. The local school district will comply with the Pro-Children Act of 1994.
29. The local school district will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).
30. The local school district shall certify that no policy of the district or the school prevents or otherwise denies participation in constitutionally protected prayer in the public schools (K-12) (ESEA PL107-110 Section 9524).

NO CHILD LEFT BEHIND ACT (NCLB) TITLE I PART A ASSURANCES: IMPROVING BASIC PROGRAMS

1. The local school district will use state and local funds to provide services in Title I schools that are comparable to services provided to non-Title I schools. A district-wide comparability policy has been established which provides for:
 - a. A salary schedule which applies to all instructional personnel
 - b. Equivalence among school teachers, administrators, and auxiliary personnel
 - c. Equivalence among schools in the provision of curriculum materials and instructional supplies

Note: Written procedures and supporting data for this policy are on file in the local school board office.
(Moved first sentence from general assurances since it fits here)

2. The local school district will set aside funds to provide services to homeless children who attend non-Title I schools.
3. The local school district will provide technical assistance to and consult with schools as they develop and implement their schoolwide programs in order to reach the standard of proficiency by 2014 as measured by the Commonwealth Accountability Testing System. The district will inform eligible schools and parents of schoolwide authority and of the ability to consolidate funds from Federal, State, and Local sources.
4. The local school district will consult with schools as they develop and implement their targeted assistance programs in order to reach the standard of proficiency by 2014 as measured by the Commonwealth Accountability Testing System. This includes ensuring that eligible migrant and formerly migrant children are selected to receive services on the same basis as other children.
5. The local school district will consult with schools as they develop and implement parent involvement activities.
6. The local school district will comply with the requirements regarding the qualifications for teachers and paraprofessionals and professional development. This includes ensuring that unqualified, out-of-field teachers, or inexperienced teachers do not teach low-income and minority students at higher rates than other students.
7. The local school district will assist Title I schools in developing and identifying high-quality, effective curricula.
8. The local school district will take into account model programs and findings of scientifically based research indicating that services may be most effective if focused on the earliest grades.
9. The local school district will comply with Head Start performance standards if funds are used for preschool services (except Even Start programs or programs using the Even Start model).
10. The local school district will not carry over more than 15% of the Title I, Part A allocation as of September 30. This requirement does not apply to districts with an allocation of less than \$50,000.
11. The local school district will use results of assessments to review progress of schools in meeting proficiency by 2014. The district will provide assessment results to parents and teachers as soon as possible in an understandable form and language. The district will fulfill school improvement responsibilities. The district will coordinate and collaborate with the KY Department of Education and other agencies to assist schools identified for improvement.
12. The local school district will participate (if selected) in the National Assessment of Educational Progress at Grades 4 and 8 in reading and math.
13. The local school district will inform eligible schools of the district's authority to obtain waivers under Title IX.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE I PART B ASSURANCES: EVEN START CONTINUATION

1. The local school district/agency assures that families most in need will be served by the Even Start program.
2. The local school district/agency assures the Even Start program is of sufficient intensity, scope and quality to give reasonable promise of substantial progress toward meeting the education needs of families to be served.

3. The local school district/agency assures the Even Start program will build on existing community resources of high quality.
4. The local school district/agency assures the Even Start program integrates the following components:
 - a. Interactive literacy activities between parents and their children
 - b. Training for parents
 - c. Parent literacy training that leads to self-sufficiency
 - d. Age-appropriate education for the children
5. The local school district/agency assures the Even Start program will use instructional programs for adults and children based on scientifically based reading research.
6. In the case of families participating in Even Start who are also limited English proficient or are disabled, the local school district/agency assures there is maximum coordination between services provided under this chapter and services provided to address participant's disabling conditions or limited English proficiency.
7. The local school district/agency assures eligible participants are a parent or parents who are eligible for participation in an adult basic education program under the Adult Education Act and the child or children (from birth through age 7) of those parents. Additionally, children over age 7 may be allowed to participate in the Even Start program if Title II, Part B funds contribute to cost of the services.
8. The local school district/agency will provide both enrichment and instructional services to participating families during the summer months.
9. Even Start funds shall not be used to provide services that the applicant is specifically required to provide by state law or pursuant to a formal determination under Title VI of the Civil Rights Act, Title IV of the Education Amendments of 1972 or Section 504 of the Rehabilitation Act of 1973, as amended or pursuant to a final order of a court.
10. Qualified personnel are employed to develop, administer and implement the Even Start program. Beginning 2001-02, all new personnel hired must have at a minimum a bachelor's degree in a field related to early childhood education, elementary or secondary education or adult education. For all Even Start staff providing early childhood instruction (0-5) the Interdisciplinary Early Childhood Education Certificate (IECE) is required.
11. Personnel or programs funded through Even Start will not be included in state funding.
12. Documentation of non-Even Start matching funds is maintained locally.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE I ASSURANCES PART C ASSURANCES: EDUCATION OF MIGRATORY CHILDREN

1. Districts will not discriminate against children who are not legally admitted to the United States by denying them access to educational programs offered to children of U. S. citizens; neither shall the district:
 - a. Require students or parents to disclose or document their immigration status
 - b. Make inquiries of students or parents which may expose their undocumented status
 - c. Require social security numbers of all students, as it may expose the undocumented status of students or parents (Plyler v. Doe, 457 U.S. 202, 1982)
2. Section 1304(b)(3) of the Elementary and Secondary Education Act states that the Kentucky Department of Education must promote interstate and intrastate coordination of migrant education services, including the transfer of pertinent school records, for migratory children. School districts must meet privacy requirements of FERPA as listed in General Assurances No. 27. In carrying out this requirement, the signed Certificate of Eligibility (COE), by the migrant child's parent or legal guardian will serve as a consensual written permission to share personally identifiable information from their migrant record with authorized local and state education officials and to transfer such information to appropriate education officials in other states having migrant programs.
3. Districts or educational cooperatives serving as administrative centers will maintain a written record (Certificate of Eligibility) of the basis on which each child was determined to be eligible.
4. Districts will coordinate the migrant program with schoolwide projects and other programs within the district.

5. Districts/regional project centers will fully participate in a system for the storage of data and the transfer of migrant student records.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE I PART D ASSURANCES: NEGLECTED AND DELINQUENT

PROGRAM REQUIREMENTS COVERED BY GENERAL ASSURANCES

NO CHILD LEFT BEHIND ACT (NCLB) TITLE II PART A ASSURANCES: HIGH QUALITY TEACHERS AND PRINCIPALS

1. The district has conducted an assessment of local needs for professional development and hiring that involved teachers, including teachers participating the programs under Part A of Title 1. The needs assessment identifies activities needed to give teacher the subject matter knowledge and teaching skills and to give principals the instruction leadership skills to help teachers provide students with the opportunity to meet state and local student academic achievement standards.
2. The district will target funds to schools that have (1) the lowest proportion of highly qualified teachers; (b) the largest average class size; or (c) have been identified for school improvement under Title 1Part A.
3. The district has consulted with appropriate private, nonprofit school personnel and has made arrangements with school officials to assure equitable participation in assessing needs, setting performance indicators, developing professionals and measuring improvement in teaching and learning.
4. Funds from Part D of Title II are integrated with funds form Part K (technology) of Title II.
5. Professional development activities provided through this program are coordinate with professional development activities provided through other federal, state and local programs.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE II PART D ASSURANCES: EDUCATION TECHNOLOGY

1. The district must ensure that the use of federal Ed Tech funds will improve the academic achievement, including technology literacy, of all students and to improve the capacity of all teachers to integrate technology effectively into curriculum and instruction.
2. The district has specified goals, aligned with challenging state standards, for using advanced technology to improve student academic achievement.
3. The district has identified how the use of federal Ed Tech funds will help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 116 of Title I, and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
4. The district has identified how it promotes curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement.
5. The district has identified that it will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center. A minimum of 25% of the federal Ed Tech funds have been used to provide professional development.
6. The district has record of the type and costs of technology that is acquired with federal Ed Tech funds, including provisions for interoperability of components.
7. The district has coordinated activities funded through the federal Ed Tech program with technology-related activities supported with funds from other sources.
8. The district has integrated technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration.
9. The district has identified how it will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

10. The district has identified how it will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.
11. The district has identified the program will be developed, where applicable, in collaboration with adult literacy service providers.
12. The district has in place the process and accountability measures that will be used to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.
13. The district has identified the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.
14. As required by state regulation 701 KAR 5:110, the district will only procure those technologies that meet KETS standards, if a standard for that category has been established, regardless of source of funds as set forth in the *2001-2006 Master Plan for Education Technology*.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE III ASSURANCES: LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

1. The LEA/local school district assures that it has developed a district plan for educating all Limited English Proficient (LEP) students within its jurisdiction. It also assures that a copy of the district LEP plan will be provided to all schools receiving Title III funds and that the plan and its contents will be made available to LEP families and the public in compliance with open records laws.
2. The LEA/local school district assures that it will provide equal educational opportunities to all LEP students and uphold such rights regardless of citizenship or nationality status, as provided under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f), and as affirmed in the Supreme Court ruling in *Plyer v. Doe*, 1982, and any other civil rights guaranteed by federal law.
3. The LEA/local school district assures that it will expend all Title III funds to improve the education of limited English proficient (LEP) children by assisting the children to speak, read, write and comprehend the English language and to meet challenging state content and performance standards.
4. The LEA/local school district with substantial increases in immigrant students assures that it will use Title III emergency immigrant funds in a manner consistent with activities under Sec. 3115 (e) of Title III.
5. The LEA/local school district assures that its proposed plan is based on approaches and methodologies consistent with scientifically based research on teaching LEP and immigrant students.
6. The LEA/local school district assures that its proposed plan describes how language instruction programs will ensure that LEP students develop English proficiency.
7. The LEA/local school district assures that all teachers in its LEP programs are fluent in English and any other language used for instruction, including written and oral communication skills.
8. The LEA/local school district assures that it will use Title III funds in ways that will build district and school capacity to continue to offer high-quality language instruction educational programs for LEP students.
9. The LEA/local school district assures that its LEP programs, strategies and funding allocations are aligned and integrated with the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plans (CSIP).
10. The LEA/local school district assures that it has developed annual specific, measurable achievement objectives for LEP and immigrant students to include, at a minimum,

- a. Annual increases in the number or percentage of students making progress in learning English (as measured by an approved English language proficiency assessment for Kentucky);
 - b. Annual increases in the number or percentage of students attaining English language proficiency (as measured by an approved English language proficiency assessment for Kentucky);
 - c. Making adequate yearly progress for the district's LEP and immigrant students (as measured by academic assessments included in the Commonwealth Accountability Testing System (CATS) in the areas of mathematics, reading or language arts and science).
11. The LEA/local school district assures that it will hold accountable all elementary, middle and high schools receiving Title III funds in meeting the district's annual measurable achievement objectives (as stated in the previous assurance statement) through a program evaluation submitted to the district at the end of the fiscal year.
 12. The LEA/local school district assures that it will annually assess the English language proficiency (in reading, writing, listening, speaking and understanding) of all identified LEP and immigrant students in the district using a test approved by the Kentucky Board of Education. (For 2002-2003, the Language Assessment Scales (LAS) or the IDEA Proficiency Test (IPT) are the two approved tests.)
 13. The LEA/local school district assures that it will disaggregate cognitive and non-cognitive student data from all components of CATS and set biennial measurable goals for closing the gap between LEP and non-LEP students as set forth in Kentucky Senate Bill 168.
 14. The LEA/local school district assures that a Program Services Plan will be developed for each LEP and immigrant student in the district. The Program Services Plan will, at a minimum, include all essential elements required by Title III of No Child Left Behind (NCLB) and Kentucky's Regulations on Inclusion of Special Populations in State Assessment and Accountability (703 KAR 5:070, revised August 2002).
 15. The LEA/local school district assures that all LEP and immigrant students enrolled in the school district on the first day of the CATS testing window, and who have been in the same district/school the previous full academic year, or in any English-speaking school for the previous two full academic years, will participate in all components of the state-required assessment and accountability programs.
 16. The LEA/local school district assures that parents/legal guardians of all LEP and immigrant students in the district will be notified within 30 days of their child's identification as LEP, program instructional services, and parental rights to opt out of services or to seek alternative services as outlined in Sec. 3302 of Title III.
 17. The LEA/local school district assures that it will promote parental and community participation in programs for LEP students.
 18. The LEA/local school district assures that it will determine primary or home languages spoken by students on an annual basis through such strategies as the student enrollment form, a home language survey or interviews with parents/legal guardians. This information will be used for identification of LEP and immigrant students.
 19. The LEA/local school district assures that it will submit to the Kentucky Department of Education all demographic and programmatic information, including the requirements of Sec. 3123 of Title III, pertinent to the implementation of the Title III program and the provision of services to LEP and immigrant students (through the Survey of State's Limited English Proficient Students and Available Educational Programs and Services).
 20. The LEA/local school district assures that it developed its proposed plan in consultation with teachers, school administrators, parents, researchers, and if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education.

21. The LEA/local school district assures that it has consulted with non-public schools within its area of service in the development of the district LEP plan, and that it will administer and provide on an equitable basis educational services to LEP students in non-public schools through a public agency or a contractual entity independent of the non-public schools or religious organizations.
22. The LEA/local school district assures that all Title III funds will supplement, but in no case supplant, federal, state and local public funds for programs for LEP and immigrant students.
23. The LEA/local school district assures that at the end of the fiscal year it will submit to KDE a Title III program evaluation to include a description of programs and activities and of the progress made by LEP students towards attaining English language proficiency and meeting state academic achievement standards as set forth in Sec. 3121 of Title III.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE IV PART A ASSURANCES: SAFE AND DRUG-FREE SCHOOLS & COMMUNITIES

1. The local school district assures that the activities or programs to be funded comply with the principles of effectiveness described in section 4115 (a) and foster a safe and drug-free learning environment that supports academic achievement.
2. The local school district assures that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
3. The local school district assures that the applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - a. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students
 - b. security procedures at school and while students are on the way to and from school
 - c. prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments
 - d. a crisis management plan for responding to violent or traumatic incidents on school grounds, and
 - e. a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - (i) allows a teacher to communicate effectively with all students in the class
 - (ii) allows all students in the class to learn
 - (iii) has consequences that are fair, and developmentally appropriate
 - (iv) considers the student and the circumstances of the situation, and
 - (v) is enforced accordingly
4. The local school district assures that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application.
5. The district has on file a description of the methods used for documenting and measuring progress toward achieving its drug/alcohol and safety related goals.
6. The local school district assures that the current job description and the activities of personnel funded in whole or in part under this program are directly related to measurable prevention goals and objectives on file in the local school.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE V PART A ASSURANCES: INNOVATIVE PROGRAMS

1. An assurance that the local educational agency will comply with this part (Sec. 5133 Local Application), including the provisions of section 5142 concerning the participation of children enrolled in private non-profit schools.
2. An assurance that the local educational agency will keep such records, and provide such information to the State education agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibility of the State educational agency under this part).
3. As assurance that (a) programs carried out under this part will be evaluated annually; (b) the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; (c) the evaluation will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the type of services furnished, and the students served under this part; and
4. The evaluation will be submitted to the State educational agency at the time and in the manner requested by the State educational agency.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE VI PART B, SUBPART 2 ASSURANCES: RURAL AND LOW-INCOME SCHOOLS PROGRAM

PROGRAM REQUIREMENTS TBA

NO CHILD LEFT BEHIND ACT (NCLB) TITLE X PART 3 ASSURANCES: STEWART B. MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

1. The local school district will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
2. The local school district will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.
3. The school district will adopt policies and practices to ensure that transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, in accordance with the following as applicable:
 - a. If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION

1. Federal funds received under Title I, Part C of Public Law 105-332 are used to improve Career and Technical Education programs.
2. Funds are used according to the requirements identified in Title I, Part C [Section 135].
3. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994 unless the programs funded under this Act serve only those participants eligible to participate under this Act. [Section 6]
4. Eligible recipients shall not receive an allocation under Section 131(a) unless the amount allocated is greater than \$15,000. Those whose allocation is not greater than \$15,000 may apply for a waiver or form a consortium. [Section 131]
5. The eligible recipient ensures that students who participate in Career and Technical Education programs are taught to the same challenging academic proficiencies as are taught for all other students. [Section 134(b)(3)(c)]

6. Eligible recipients shall involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special population, and other interested individuals in the development, implementation, and evaluation of Career and Technical Education programs assisted under Title I. Eligible recipients shall maintain documentation on how such individuals and entities are effectively informed about, and assisted in understanding the requirements of Title I. [Section 134(b)(4)]
7. Eligible recipients will provide a Career and Technical Education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. [Section 134(b)(5)]
8. The local school district will implement a process to independently evaluate and continuously improve its performance. [Section 134(b)(6)]
9. Eligible recipient (A) will review Career and Technical Education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in programs, for special populations, and (B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. [Section 134(b)(7)]
10. Individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. [Section 134(b)(8)]
11. Funds will be used to promote preparation for nontraditional training and employment. [Section 134(b)(9)]
12. Comprehensive professional development (including initial teacher preparation) for Career and Technical, academic, guidance, and administrative personnel will be provided. [Section 134(b)(10)]
13. The local school district shall not bar students attending private, religious, or home schools from participation in programs or services under this Act. [Section 313]
14. No funds made available under the Carl D. Perkins Vocational and Technical Education Act of 1998 shall be used:
 - a. To require any secondary school student to choose or pursue a specific career path or major
 - b. To mandate that any individual participate in a Career and Technical Education program, including a Career and Technical Education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314]
15. No funds received under Carl D. Perkins Vocational and Technical Education Act of 1998 may be used to provide Career and Technical Education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased. [Section 315]

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PART B ASSURANCES: BASIC AND PRESCHOOL

1. The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in 707 KAR Chapter 1.
2. Special education and related services are provided in a manner consistent with policies and procedures required by the Individuals with Disabilities Education Act (IDEA) Part B. These policies and procedures address: free appropriate public education, child identification, due process, evaluation, eligibility, individual education programs, placement in least restrictive environment, delivery of services, confidentiality, non-public school, comprehensive system of personnel development, and IDEA-B funds.
3. A goal of full educational opportunity has been established for all children with disabilities, aged birth through 21.

STATE PRESCHOOL PROGRAM ASSURANCES PROPOSED FLEXIBLE FOCUS FUND

1. The district has a current, signed agreement with the local Head Start program to maximize Head Start funds to serve as many eligible four-year-old children as possible, with certification from the Head Start director that the Head Start program is fully utilized.

2. When the district contracts with an outside agency for preschool placements (tuition), the contractor has been approved by the Kentucky Department of Education for these purposes and the contracted services meet all state and federal education requirements.
3. All preschool education programs operated by or located on school grounds meet state education facility requirements for preschool programs. All materials and equipment used by these programs are appropriate for young children.
4. All children enrolled in preschool education programs which operate at least half-day are offered a meal while in the program (breakfast and/or lunch).
5. All instructional staff for preschool education programs meet qualification standards and professional development requirements for preschool, as specified by regulation.
6. The district has a written plan (policies and procedures) for the operation of the preschool, including at least: recruitment of children; educational programming and related services; parent outreach; coordination of health and social services; and coordination with the primary program.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS ASSURANCES PROPOSED FLEXIBLE FOCUS FUND

1. The district certifies that the textbook/instructional materials purchasing plans for all schools serving grades P-8 have been approved by the appropriate school councils and the local board of education and are on file in the district office. The plans address the requirements as stated in KRS 156.439 and 704 KAR 3:455.
2. The district certifies that an annual report and summary of expenditures for textbooks and instructional materials is available on the district's MUNIS report. The annual report addresses the requirements as stated in KRS 156.439 and 704 KAR 3:455.

GIFTED AND TALENTED ASSURANCES

1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, districtwide, at a grade level. (Section 6)
8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)

10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)
12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)
13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a district wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)

EXTENDED SCHOOL SERVICES (ESS) ASSURANCES PROPOSED FLEXIBLE FOCUS FUND FOR 2002-2003

1. New legislation introduced in House Bill 626 during the Spring 2002 General Assembly was approved to amend KRS 158.070 (8) to add new flexibility for ESS programs in schools and districts as follows:

"The Kentucky Board of Education shall promulgate administrative regulations establishing criteria for the allotment of grants to local school districts and shall include criteria by which the commissioner of education may approve a district's request for a waiver to use an alternative service delivery option, including providing services during the school day on a limited basis. These grants shall be allotted to school districts to provide instructional programs for pupils who are identified as needing additional time to achieve the outcomes defined in KRS 158.6451. A school district that has a school operating a model early reading program under KRS 158.792 may use a portion of its grant money as part of the matching funds to provide individualized or small group reading instruction to qualified students outside of the regular classroom during the school day."
2. The local school board and the district have approved and disseminated procedures whereby pupils who have a greater need as determined by the eligibility criteria as stated in KRS 158.070 and 704 KAR 3:390 shall be referred and selected first to receive extended school services. The district further ensures that students who have greater academic need as stated in KRS 158.070 and 704 KAR 3:390 are not excluded from referral or selection for extended school services due to the inability of the parent or student to provide transportation to or from the school or site of extended school services programs.
3. The school district informs parents or guardians of extended school services as follows:
 - a. A general notification which describes the nature of the services to be offered including the opportunities for maintenance of performance, prevention of failure and reduction of academic deficiencies
 - b. A specific notification of their child's eligibility to receive extended school services
 - c. Procedures for parents or guardians to request reconsideration of their children's identification or lack of identification of eligibility for extended school services

4. (If applicable) The most current policy developed by the local school board that mandates attendance for any student(s) to Extended School Services is on file at the offices of Extended School Services, Kentucky Department of Education.
5. Accurate time logs are maintained for personnel receiving salary from Extended School Services. Such salary is for direct services to the Extended School Services program. No ESS staff member is paid more than his/her actual hourly rate for a comparable position in the regular program.
6. The district has written criteria for the selection of ESS staff (certified and classified). ESS teachers and other ESS staff are first employed based on having the specific expertise to meet the needs of the students being served. All other criteria for employment is both fair and equitable to applicants.
7. Accurate records are maintained for student attendance to Extended School Services and of student progress toward individual goals.
8. Students not enrolled in ESS are allowed to ride the buses provided through ESS funds only to the extent that it does not increase the cost of such transportation to ESS.

KENTUCKY EDUCATION TECHNOLOGY SYSTEM (KETS) ASSURANCES AND UNIVERSAL SERVICE ADMINISTRATIVE COMPANY (USAC) E-RATE ASSURANCES

Successful technology plans align the criteria in these eight assurances with the overall education improvement objectives. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be strong connections between the infrastructure of the information technology and the professional development, curriculum resources; and effective uses by teachers, students, and school leaders.

1. The local school district establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education. [Section 254 (h)(1)(B), of the Telecommunications Act of 1996, & FCC order 97-157, Paragraph 573] (Web site: <http://www.sl.universalservice.org/apply/>)
2. The local board of education agrees to conform to the guidelines for filtering technologies regarding student and staff Internet access as provided in the Master Plan for Education Technology, including the implementation and maintenance of approved filtering technology in the district and in every school. The local school district agrees to adopt an acceptable use policy in accordance with the guidelines for acceptable use policies as provided in the *Master Plan for Education Technology*. The acceptable use policy contains procedures which will prevent access to objectionable materials, including sexually explicit materials, and shall include, but not be limited to, parental consent for student Internet use, teacher supervision of student computer use, and auditing procedures to determine whether education technology is being used for the purpose of accessing sexually explicit or other objectionable material. The acceptable use policy also contains provisions that prohibit students, faculty, staff and others with network access from using district resources to establish Internet email accounts through third party providers or any other non-standard electronic mail. [KRS 156.160, 98 RS BR 1621 (SB 230), 701 KAR 5:120]
3. Districts are required by state regulation 701 KAR 5:110 to procure only those technologies that meet KETS standards, if a standard for that category has been established, regardless of source of funds as set forth in the *2001-2006 Master Plan for Education Technology*.
4. The local school district has a professional development strategy to ensure that all students, teachers, and administrators know how to use current and new technologies to support educational goals.
5. The local school district assesses the telecommunication services, hardware, software, and other services that will be needed to support education.
6. The local board provides for sufficient funds to acquire and support the elements of technology: hardware, software, professional development, and other services that will be needed to implement the strategy. The board approves the updates and revisions to the KETS Phase I Progress Report and

acknowledges a review of KETS expenditures and procurements and certifies, to the best of its ability, the accuracy of these reports. The modifications are submitted to the Kentucky Board of Education for approval. Any subsequent offer of assistance from the state's matching education technology funds is made provided the district continues to have an unmet need as stated in the *Master Plan for Education Technology*. (KRS 157.655)

7. The local district agrees to conform to the KETS Electronic Mail Standards and Best Practices Guidelines. These guidelines communicate the basic standards for statewide electronic mail including State Level Shared Distribution Lists as incorporated by reference into the *Master Plan for Education Technology*. (<http://www.kde.state.ky.us/oet/system>)
8. The local school district includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Phase I Progress/Completion Report – Due June 30 (www.kde.state.ky.us/oet/planning)

All districts that have yet to submit and receive authorization for the completion of Phase I will submit the KETS Phase I Progress report. The District Technology Coordinator will work with both the KETS Regional Engineer and the KETS Coordinator to complete this report. Upon consensus, the superintendent, district technology coordinator, and KETS Regional Engineer and KETS Coordinator will sign this form. The KETS Regional Engineer will then forward to appropriate KDE personnel. DTC should make a copy of the final report to place in the Comprehensive improvement Plan for the district.

Technology Status Report (formerly KETS Progress Data) – Due January 15 & July 1

All districts will completed the Technology Status Report (formerly KETS Progress Data report). The District Technology Coordinator should work with the KETS Regional Engineer to complete this form. Upon completion, the final report must be submitted to the KETS Regional Engineer. DTC should make a copy of the Technology Status Report to place in the Comprehensive improvement Plan for the district. The report due January 15, will reflect data from July 1 – December 31, and the report due July 1 will reflect data from January 1 – June 30.

Unmet Need – Due June 30

KDE will establish the district's unmet need utilizing the state standard financial system (MUNIS) and the required Technology Status Report (formerly KETS Progress Data).

APPENDIX B

Program Reports and Due Dates

FEDERAL GRANT PROGRAM REPORTS & DUE DATES

NO CHILD LEFT BEHIND (NCLB)

Due Dates

Division of Federal Program Resources (<http://www.kde.state.ky.us/osis/resources/default.asp>)

Title I Data Reporting Form September 30

Title I Ranking Report June 1

Title I Evaluation for Private School Students October

MUNIS Program Budget Report (310X) Quarterly

Title II Teacher Quality Data Reporting Form September 30

MUNIS Program Budget Report (401X) Quarterly

Title II Education Technology

MUNIS Program Budget Report (425X) Basic Semi-annually

MUNIS Program Budget Report (425XC) Competitive Semi-annually

Education of Migratory Children Program Performance Report October 1

MUNIS Program Budget Report (311X) Quarterly

Neglected and Delinquent Program Performance Report September 30

MUNIS Program Budget Report (313X) Quarterly

Declaration of Participation (Title V) March 7

Title V Program Innovative Programs Evaluation Report September 30

MUNIS Program Budget Reports (334X) Quarterly

Division of Curriculum Development (<http://www.kde.state.ky.us/oapd/curric/>)

Title III Part A: Language Acquisition for LEP/ Immigrant Students

Title III Program Evaluation Report June 30

MUNIS Program Budget Report (345X) Quarterly

Division of Extended Learning (<http://www.kde.state.ky.us/osle/extend/default.asp>)

Even Start Annual Progress Report June 30

Even Start Information System August 15

MUNIS Program Budget Report (323X) Quarterly

Division of Student/Family/Community Support Services (<http://www.kde.state.ky.us/odss/family/>)

Safe & Drug Free Title IV Declaration of Participation March 7

Title IV Request to Carryover More Than 25% June 30

MUNIS Program Budget Report (406X) Quarterly

Individuals with Disabilities Education Act, Part B

Due Dates

(IDEA-B Basic/Preschool)

Division of Exceptional Children Services (<http://www.kde.state.ky.us/osis/children/default.asp>)

IDEA-B Child Count (as of December 1) December 15

Personnel Employed and Needed for Special Education	December 15
Implementation of FAPE (Educational Placements)	December 15
Survey of Students Who Have a Visual Impairment as a Secondary Disability	December 15
Report of Children with Disabilities Subject to Disciplinary Suspensions or Expulsions	July 30
Report of Children and Youth with Disabilities Exiting Special Education	July 30
Excess Costs and Maintenance of Fiscal Effort Report	October 31
MUNIS Program Budget Report (Basic 337X, Preschool 343X)	Quarterly

McKinney-Vento Homeless Education Act of 2001 (Continuation)	Due Dates
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<i>Division of Federal Program Resources</i> (http://www.kde.state.ky.us/osis/resources/default.asp)	
Annual Homeless Children/Youth Count Survey	February 14
MUNIS Program Budget Report (316X)	Quarterly

Carl D. Perkins Vocational and Technical Education Act	Due Dates
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<i>Division of Career and Technical Education</i> (http://www.kde.state.ky.us/osis/voced/default.asp)	
Career and Technical Education Report Agriculture	
Extended Employment Plan and Report	July 15
Student Enrollment (via electronic Technical Education Data System)	Nov 15/June 15
Career and Technical Education Course Offerings Form	May 30
Consortium Agreement (if applicable)	May 30
MUNIS Program Budget Report (Perkins 348X)	Quarterly

STATE GRANT PROGRAM REPORTS & DUE DATES

Extended School Services

Due Dates

Division of Extended Learning (<http://www.kde.state.ky.us/osle/extend/default.asp>)

ESS Student Data Form:	Regular Term	June 30
	Summer Term	August 31
ESS Program Report	(for new year)	June 30
MUNIS Program Budget Report	(120X)	Quarterly

Gifted and Talented

Due Dates

Division of Curriculum Development (<http://www.kde.state.ky.us/oapd/curric/>)

Gifted and Talented Evaluation End of Year Report	June 30
Final MUNIS Program Budget Report (130X)	July 31

Preschool

Due Dates

Division of Extended Learning (<http://www.kde.state.ky.us/osle/extend/default.asp>)

State Preschool Enrollment Count as of December 1	December 15
End-of-Year Supplemental Count (3 Yr-Olds with Disabilities)	May 15
State Preschool Annual Performance Report	June 30
Preschool Educational Program Summary (for new year)	June 30
MUNIS Program Budget Report (135X)	Quarterly

Education Technology

Office of Education Technology (<http://www.kde.state.ky.us/oet/>)

KETS District Unmet Need	June 30
KETS Phase I Progress Report	June 30
KETS Phase II District Implementation Plan	June 30
Technology Status Report	Semi-Annually
MUNIS Program Budget Report (162X)	Semi-Annually
E-Rate Program Report	TBA

Professional Development

Due Dates

Division of Extended Learning (<http://www.kde.state.ky.us/oapd/curric/>)

End of Year Professional Development Report	June 30
End of Cycle Leadership Activity Report	August 15 (YR 2)
MUNIS Final Program Report (140X)	July 25

OTHER PROGRAM REPORTS AND DUE DATES

(NOT FUNDED THROUGH THE COMPREHENSIVE IMPROVEMENT PLAN)

Division of Extended Learning	Due Dates
<i>Early Childhood Branch</i> (http://www.kde.state.ky.us/osle/extend/default.asp)	
Demographic Survey of Primary Programs	May 30
Early Reading Incentive Grant Budget Report MUNIS (182X)	Quarterly
Early Reading End of Year Performance Report	June 1
Reading Excellence Grant Budget Report MUNIS	Quarterly
Reading Excellence End of Year Performance Report	June 1
Division of School Improvement	Due Date
Commonwealth School Improvement Program (http://www.kde.state.ky.us/olsi/)	
MUNIS Program Budget Report (105X)	December 31
Division of Student/Family/Community Support Services	Due Date
<i>School Health Services</i> (http://www.kde.state.ky.us/odss/family/health.asp)	
School Health Coordinator Annual Activity Report	June 30
Division of School Finance	Due Dates
(http://www.kde.state.ky.us/odss/finance/)	
(\$) Attendance:	
Growth Factor	November 1
Superintendent's Annual Report	June 30
Professional Staff Data (PSD)/Classified Staff Data (CSD)	October 1
Certification of Allocations to School Councils	March 15
Tentative Working Budget	May 30
Working Budget	September 30
Annual Financial Report (close of budget year)	July 25
Cabinet for Families and Children, Office of FR/YSC	Due Dates
<i>CFC Master Agreement</i> (http://www.kde.state.ky.us/osle/frysc/default.asp)	
FRYSC Advanced Funding Request	August 15
FRYSC Eligibility Count/Continued Funding Request (Dec. 1)	January 15
MUNIS Program Budget Report (851X)	Semi-annually
Division of School and Community Nutrition	Due Dates
(http://www.kde.state.ky.us/odss/nutrition/default.asp)	
Report and Claim for Reimbursement (enrollment, FRL eligible)	Monthly
Free/Reduced Price Data Report (FRL eligible end of Oct.)	November
Division of Pupil Transportation	Due Date
(http://www.kde.state.ky.us/odss/transp/)	
Annual Calendar Year Summary Report	February 28

APPENDIX C

AMENDMENT GUIDELINES FOR DISTRICT PLANS

Even though an extensive planning process has been used, there may be occasions when changes to the school or district plan are required to meet unexpected needs. There are some situations when an **amendment** is required:

- An amendment is required to open an object code series once a program budget has been approved in writing or electronically by the state or federal program staff in the Kentucky Department of Education. There is no limitation on over-expending in an approved object code series as long as the total allocation is not exceeded. The expenditure report may reflect over-expenditures and under-expenditures in individual object codes.
- An amendment is required to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved. This is not a change in inventory procedures. Inventory procedures must follow state guidelines unless the federal guidelines are more restrictive.
- An amendment is required when there is a need for a major or substantial change to the action plan; i.e., changing a priority or goal, changing the focus of an objective or strategy, and/or significantly expanding or deleting important services to children as described in the action plan.

The local district superintendent or his/her designee submits amendments via email to the Kentucky Department of Education program contact. Results of the amendment review by Kentucky Department of Education program staff are completed within ten working days and the district is notified by email.

The process for a district to submit an amendment via **email** to the Kentucky Department of Education is described below:

1. Set up a folder in email of the superintendent or designee for "Approved Amendments".
2. Only the superintendent or designee may submit amendments to KDE.
3. Choose *Tracy Lamb*, the KDE email contact from the KDE Global Address List for the To line in the email. (tlamb@kde.state.ky.us)
4. Copy the email to the district finance officer and the appropriate program coordinator as well as any other appropriate persons in the district.
5. In the Subject line of the email, type "*Plan Amendment.*"
6. In the Message box of the email, enter the MUNIS project number and the name of the affected program. Also, include the fiscal year affected by the amendment. For example, enter "Project #3102, Title I, Part A Budget Amendment for FY2002." (It is very important to enter the Project #.)
7. Enter the following required information in the Message box of the email:
 - a. Reasons for the Amendment: Give a brief reason for the amendment. For example, type in, "Open code 0530 to pay postage for parent involvement activities because the 500 series was not already open.") **An amendment is only needed if the code series was not already open.**
 - b. Requested Amendment: Set up the amendment to show where funds are added (Increase) and to show where funds are taken from (Decrease). The example at the end shows how to set up the amendment. The total of the "Increase" column must equal the total of the "Decrease" column.

- c. Equipment Exhibit: A budgetary amendment is required to purchase equipment that costs \$5,000 or more per unit if not previously approved. In the Message box, include the following exhibit information: Equipment Item, Unit Cost, Number of Items, Total Cost, Location (Name of School, Office), Justification for the Purchase.
8. Email the amendment to the KDE contact (Tracy Lamb). The contact will forward the email amendment to the appropriate program staff for review.
 9. There are two possible review classifications: "Approved" or "Sent Back for Revision." If the amendment is "Sent Back for Revision", the district has two choices: (a) Edit the original amendment and resubmit to KDE by email; or (b) Delete the original amendment. If the amendment is **not** needed because the code series is already open, the amendment will be returned for you to delete from your email.
 10. As soon as the amendment has been reviewed, the program staff will email the amendment back to the contact in the Division of Budgets. The contact will then forward the amendment (with the results of the review) to the local district superintendent or designee.
 11. After the amendment has been approved, the appropriate MUNIS program budget must be updated to reflect the changes in the approved amendment. The next MUNIS expenditure report is required to reflect the changes.
 12. The email message sent back with approval for the amendment should be moved to the Plan Amendment folder by the superintendent or designee for the record.

Example of the content of an amendment sent to KDE via email:

From: Name of Superintendent or Designee

To: Tracy Lamb (KDE Contact – Global Address List)

Cc: Name of District Finance Officer, Name of District Program Coordinator and any other appropriate persons in the district

Subject: Plan Amendment

Project #3102, Title I Part A Budget Amendment for FY2002

Reason: Open code 0530 to pay postage for parent involvement activities because the 500 series was not already open.

INCREASE

0530 – Postage	\$1,000
TOTAL	\$1,000

DECREASE

0610 – Supplies	\$500
0640 – Books & Periodicals	\$500

TOTAL	\$1,000
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APPENDIX D

AMENDMENT GUIDELINES FOR DISTRICT PLANS

INSTRUCTIONS FOR FY2003 FINAL (September 30) BUDGET SUBMISSIONS FOR COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

THESE TWO REPORTS MUST BE POSTED TO YOUR WEBSITE ON OR BEFORE SEPTEMBER 30TH!!!! (THERE ARE TWO FILES – BY GRANT AND BY LOCATION)

FIRST – BY GRANT

1. Start from the FINANCIALS menu.
2. Choose GENERAL LEDGER.
3. Choose INQUIRIES_REPORTS
4. Choose STATE WIDE REPORTING
5. Choose PROJECT BUDGET REPORT
6. Choose CONSOLIDATED from the task bar
7. Choose MASS-CHANG from the task bar
8. Choose DEFINE from the task bar

Enter the following:	Model Start position	4
	Model End Position	4
	Target Substitute Value	3

9. Choose OK from the task bar
10. Make sure that your grant screen now includes all of the following grants and ONLY these grants:

1203|1303|1353|1403|1603|1623|3103|3113|3143|3163|3233|3343|3373|3433|3453|3483|3503|4013|4063|4253
11. Choose REPORT OPTIONS from the task bar.

Make sure your screen matches these report options exactly:

Sequence 1	12	Y	Y	File Output	N
Sequence 2	11	Y	N	Year/Period	2003/03
Sequence 3	0			Print Revenue as Credit	Y
Sequence 4	0			(F) Full or (S)Short Des	F
				Print full GL Account	N
Report Title:				Double Space	N
CDIP Final Budget FY2003 – By Grant				Summ objs to position	4
				Roll to major Project	N
Print Totals only		Y		Print journal detail	N
Include Encumbrances		N			
Use Inception Budget		N			

12. Choose OUTPUT from task bar

Enter the following:

Fiscal Year/Period for Report	2003/03
Output File Options:	P
Include Encumbrances	N
Include Expense Accounts Only	Y

13. Choose OK from the task bar

14. Choose SPOOL from the Output menu

15. Write down the filename before continuing

16. Choose OK from the task bar

17. Use the FTP software on your workstation to bring the file from MUNIS to your workstation. Make sure you save the file on your workstation as either a WORD document or EXCEL spreadsheet. FTP procedures vary based on Microsoft Windows version. If you are unsure of how to FTP the file, contact your district technology personnel. Save the file as “CDIP Final Budget – By Grant”

NOTE: REMEMBER THAT FILE FORMAT (EXCEL OR WORD) IS NOT AS IMPORTANT AS FILE CONTENT AND LAYOUT. IT IS MORE IMPORTANT THAT THE FILE LOOKS LIKE THE

EXAMPLE AT THE END OF THE INSTRUCTION AND HAS THE EXACT INFORMATION THAN WHETHER IT IS IN WORD OR EXCEL.

18. Clean up the document using the example below as a guide. This takes about 20-30 minutes depending on your skill with Word and/or Excel. In a nutshell, you are cutting most of the header information, and all the columns except the description column and the 2003 Projection column.
19. Send the file to your district Web Master to post along side the Comprehensive District Improvement Plan.
20. That completes the process for “CDIP Final Budget FY2003 – by Grant”.

NOW THE REPORT BY LOCATION

21. REPEAT first 20 steps.

- OMIT Step # 7 & 8
- For Step #11 change REPORT-OPTIONS as follows:

Sequence 1	1	Y	Y	File Output	N
Sequence 2	2	Y	N	Year/Period	2003/03
Sequence 3	12	Y	N	Print Revenue as Credit	Y
Sequence 4	0			(F) Full or (S)Short Des	F
				Print full GL Account	N
Report Title:				Double Space	N
CDIP Final Budget FY2003 – By Location				Summ objs to position	4
				Roll to major Project	N
Print Totals only		Y		Print journal detail	N
Include Encumbrances		N			
<i>Use Inception Budget</i>					N

- Change file name to “CDIP Final Budget – By Location”

******Both files should be posted to district website by September 30******

SAMPLE FILE LAYOUT BY GRANT

2002-2003 CDIP FINAL BUDGET FY2003 – BY GRANT

ACCOUNTS FOR: REVISED TITLE I BUDGET

TOTAL CERTIFIED PERMANENT SA	\$585,359.00
TOTAL EXTENDED DAY	24,236.00
TOTAL OTHER CERTIFIED SALARY	36,294.00
TOTAL CERTIFIED SUBSTITUTE S	10,450.00
TOTAL CLASSIFIED REGULAR SAL	338,979.00
TOTAL OTHER CLASSIFIED SALAR	11,670.00
TOTAL CLASSIFIED SUBSTITUTE	4,750.00
TOTAL EMPLOYER FICA CONTRIBU	21,947.00
TOTAL EMPLOYER MEDICARE CONT	12,376.00
TOTAL KTRS EMPLOYER CONTRIBU	62,220.00
TOTAL CERS EMPLOYER CONTRIBU	22,667.00
TOTAL KSBA UNEMPLOYMENT INSU	3,423.00
TOTAL OTHER PROFESSIONAL SER	35,986.00
TOTAL AUDITING SERVICES	1,000.00
TOTAL REPAIRS AND MAINTENANC	4,184.00
TOTAL COMMUNICATIONS	9,560.00
TOTAL PRINTING AND BINDING	7,934.00
TOTAL TRAVEL-INSTRUCTIONAL	29,666.00
TOTAL MISCELLANEOUS PURCHASE	800.00
TOTAL GENERAL SUPPLIES	112,827.00
TOTAL FOOD	4,800.00
TOTAL BOOKS AND PERIODICALS	35,248.00
TOTAL SOFTWARE	1,500.00
TOTAL STUDENT ACTIVITIES	3,450.00
TOTAL FURNITURE & FIXTURES	5,496.00
TOTAL COMPUTERS & RELATED EQ	44,500.00
TOTAL OPEN HOUSE/PARENT MTGS	6,750.00
TOTAL TITLE I	\$ 1,438,072.00

ACCOUNTS FOR: REVIISED MIGRANT BUDGET

TOTAL CERTIFIED PERMANENT SA	\$ 93,000.00
TOTAL CLASSIFIED REGULAR SAL	8,700.00
TOTAL EMPLOYER FICA CONTRIBU	400.00
TOTAL EMPLOYER MEDICARE CONT	100.00
TOTAL KTRS EMPLOYER CONTRIBU	804.00
TOTAL CERS EMPLOYER CONTRIBU	400.00
TOTAL AUDITING SERVICES	500.00
TOTAL EQUIPMENT REPAIR & MAI	500.00
TOTAL COMMUNICATIONS	6,820.00
TOTAL TELEPHONE	500.00
TOTAL PRINTING AND BINDING	3,410.00
TOTAL TRAVEL-INSTRUCTIONAL	6,820.00
TOTAL GENERAL SUPPLIES	6,820.00
TOTAL OTHER INSTRUCTIONAL EQ	5,000.00
TOTAL REGISTRATION FEES & OT	51.00
TOTAL MIGRANT	\$ 133,825.00

SAMPLE BUDGET BY LOCATION

2002-2003 CDIP FINAL BUDGET FY2003 – BY LOCATION

DESCRIPTION

REVISED BUDGET

2 SPECIAL REVENUE

DISTRICT WIDE

ESS	\$176,714.00
GIFTED & TALENTED	79,100.00
KERA PRESCHOOL	707,326.00
PROFESSIONAL DEVELOPMENT	44,318.66
KETS	364,484.00
TITLE I	1,319,571.00
MIGRANT	133,825.00
TITLE VI	60,764.00
IDEA-BASIC	1,066,304.00
IDEA-PRESCHOOL	83,827.00
TITLE II-TEACHER QUALITY	62,387.00
TITLE IV-SAFE & DRUG FREE SCHOOLS	49,984.00

<u>TOTAL DISTRICT WIDE</u>	<u>\$4,148,640.66</u>
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ABC ELEMENTARY

ESS	\$ 13,489.00
KERA PRESCHOOL	880.00
PROFESSIONAL DEVELOPMENT	8,767.02
TEXTBOOKS	27,149.00
CLASS SIZE REDUCTION	29,122.00
TITLE I	180,000.00

<u>TOTAL ABC ELEMENTARY</u>	<u>\$ 79,407.02</u>
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